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ABSTRACT

The two-way bilingual language arts portfolio was designed to help teachers, administrators, parents, and others understand the level of language arts development of students in the two-way bilingual program. It was originally conceived as a method of student assessment, to substantiate teachers' observations that students were making significant progress in the two program languages (native and second). The portfolio format presented here consists of: (1) an outline of assessment procedures for different grade levels; (2) a timeline for data collection using each form of evaluation at each grade level (K-6); and (3) forms for each evaluation method. The evaluation forms include a matrix for assessing student oral language skills, a form for evaluating an interactive writing journal (K-1, 2-6), reading rubric assessment scales (K, 1-2, 3-6), guidelines for informal reading observation (1-6), a parent questionnaire concerning the child's reading and writing habits, a student reading attitude questionnaire (K, 1-2, 3-6), and a thematic book list form. (MSE)

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ED 360 856

Two-Way Bilingual Language Arts Portfolio

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Presented at:

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American Educational Research Association

Atlanta, Georgia
April, 1993

Abstract

Several California Title VII-funded Developmental Bilingual Education (DBE) programs have worked together to produce a portfolio for language arts. The portfolio includes collections of student work as well as authentic assessment materials for oral language, written language, reading, and literacy questionnaires for parents and students. This portfolio will be presented, along with the rationale for its development and its usefulness for teachers, parents, administrators, and evaluators.

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I. Purpose of the Portfolio

The Language Arts Portfolio, entitled Two-Way Immersion Portfolio Assessment was developed to provide teachers, administrators, parents and others a more indepth understanding of each student's level of language arts development in English and the target language, or non-English language (i.e., Spanish or Portuguese). Two-way bilingual/immersion education is the marriage of bilingual education for linguistic minority children and immersion education for linguistic majority children. Thus, instruction is provided to native speakers of two languages using both languages; one of the languages is a second language for each group of students.

II. Rationale and Utility for the Portfolio

Two major reasons prompted the development of the portfolio. Both reasons emanated from evaluation-related results. Teachers and program directors of the Two-Way Bilingual Immersion (Developmental Bilingual Education) programs felt that traditional standardized achievement tests, particularly the reading subtest, underestimated the students' language arts progress and achievement in the two languages. Thus, the teachers and program directors wanted to collect evidence that would substantiate their observations that the students were making substantial progress in their development of language arts in both Spanish or Portuguese and English. In addition, teachers felt that this information would be particularly useful for their own understanding of each student's level of language arts development in the two languages and that this information would be beneficial in discussions with parents as well. Thus, the portfolio was developed to provide additional information to teachers and parents as well as to document language arts growth in students for administrators and project-related reports.

Not all of the information in the portfolio will be utilized for the project-related evaluation reports. There is a tremendous amount of information that is being collected. During this pilot year, the evaluator will determine what information will be most useful for reporting purposes. As much portfolio data as is beneficial will be used to supplement discussion of language arts development that typically focuses on achievement test scores in reading. Thus, the portfolios should provide a much more comprehensive understanding of the students' language arts development in both English and the target language (Spanish or Portuguese).

III. Portfolio Development

The Two-Way Bilingual Language Arts Portfolio was developed by teachers and project directors from Title VII funded Developmental Bilingual Education programs in the Los Angeles Unified School District, Los Angeles County Office of Education (ABC Unified School District and Long Beach Unified School District), and Santa Monica-Malibu Unified School District. Parts of the portfolio were adapted from the current portfolios and/or work of Dr. Barbara Flores, Elena Castro, Erminda Garcia, and ABC Unified School District.

The first stage of the portfolio development necessitated identifying what language arts information should be gathered. Subsequent phases involved bringing teachers together to ascertain what information they wanted to collect and what information they felt they could realistically gather and to provide feedback on the forms that were under development.

The portfolio is currently being pilot tested. This academic year (1992-93) is the first year of its implementation.

IV. Timeline for Data Collection

A timeline is included that indicates what information should be collected at which time periods. Two reasons for the timeline are that the information can be spaced out so that teachers do not have too much data to gather at any one time and so that information is collected across all projects at the same time to enable project-wide consistency in data collection.

All project sites are adhering to the timeline. However, some projects decided not to collect all of the information or to gather all data at every time period.

V. Portfolio Contents

The portfolio is, as the title implies, focused on language arts development. It provides for examination of progress in both English and the target languages. Thus, there are forms in both English and in Spanish (for Spanish/English programs) and in Portuguese (for Portuguese/English programs). Five areas of information are collected:

1. The Student Oral Language Observation Matrix (SOLOM), developed by the California State Department of Education, is used to assess oral language proficiency in both languages. The SOLOM is a rating instrument used by teachers to rate each student's level of comprehension, fluency, grammar, pronunciation, and vocabulary.

2. Written language assessments. Currently, the portfolio only gathers journal entries for assessment. The teacher uses a rating scale to assess concepts and conventions emerging in students' interactive journal writing. In a couple of pilot sites, formal writing samples using prompts are also collected.

3. Reading assessments. There are two instruments that provide information on students' progress in reading:
   a) The Reading Rubric Assessment evaluates reading proficiency in the languages in which students are reading. Thus, for most students, reading in English will not be examined until third grade as this is the grade level at which English reading is first introduced. However, reading in the target language will be measured from kindergarten.
   b) Informal Oral Reading Observation is an instrument that the teacher uses to individually identify the strategies that each student uses as s/he reads text passages.

4. Literacy Questionnaires given to parents and students provide further information about students' language arts development.

   a) The Parent Questionnaire requests parent input on literacy activities and materials in the home.
   b) The Student Reading Attitudes scale is a developmentally appropriate instrument that asks students about their love for books and reading, and queries them about their reading ability.

5. Class Summary Thematic Book List is a listing of the themes and units studied and the materials utilized for each thematic unit. This list may be superfluous after the curriculum and associated themes have been carefully organized and articulated across the grade levels. In the early stages of the Two-Way Bilingual Immersion, or Developmental Bilingual Education, programs, however, this list is helpful.

TWO-WAY IMMERSION

PORTFOLIO

ASSESSMENT

Adapted from the work of:
Dr. Barbara Flores
Elena Castro
Erminda Garcia
ABC Unified School District

Developed by:
Title VII Developmental
Bilingual Education Programs of:
Los Angeles Unified School District
LosAngeles County Office of Education
ABC Unified School District
Long Beach Unified School District
Santa Monica-Malibu Unified School District

NAME _____ **SCHOOL** _____

Primary Language: **Eng., Span., Port.,** other_____
(Circle one)

Grade Level: **K, 1, 2, 3, 4, 5, 6**
(Circle current year)

TWO-WAY IMMERSION PORTFOLIO ASSESSMENT

TABLE OF CONTENTS

I. Oral Language

A. SOLOM
Purpose: To determine oral language proficiency in L_1 and L_2

II. Written Language

A. Interactive Journals
K-1, 2-6
Purpose: To observe how children develop writing in L_1 and L_2

B. Writing Samples with Rubric (to be provided by evaluator next year)
Purpose: To evaluate writing proficiency in L_1 and L_2

III. Reading

A. Reading Rubric Assessment
K, 1-2, 3-6
Purpose: To determine the reading proficiency in L_1 and L_2

B. Informal Oral Reading Observation
Grades 1-6
Purpose: To identify the strategies the student uses as a reader in L_1 and L_2

IV. Literacy Questionnaire

A. Parent Questionnaire
Purpose: To determine parents' preceptions of their child as a reader and writer

B. Student Reading Attitudes
K, 1-2, 3-6
Purpose: To determine the child's view of himself/herself as a reader.

V. Class Summary Thematic Book List

Purpose: To inform next year's teacher of units, themes and books studied during the current year

GUIDELINES AND SUGGESTIONS FOR ADMINISTRATION AND MANAGEMENT OF PORTFOLIO ASSESSMENT

Journals: All journal samples should have name of student and date.

Kindergarten

- September or first entry is optional
- Thereafter select an entry during the first week of each month
- Tell the children that you're collecting this sample and they should try to make it their best.
- Save journal samples for parent conferences.

First Grade

- Select an entry during the last week of every month.
- Tell the children that you're collecting this sample and they should try to make it their best.
- Reads entry can mean that the student points to or looks at the written text and does not necessarily mean one to one correspondence with each word.
- Save journal samples for parent conferences.

Second - Sixth Grade

- Sample collected any time during the month.
- Tell the children that you're collecting this sample and they should try to make it their best.
- Save journal samples for parent conferences.

Reading Rubric Assessment Scale Kinder: - 6th grade

- To be used and scored similar to the SOLOM
- Observations for your conclusions can be conducted during DEAR time, shared reading, literature studies, journals etc.

Informal Oral Reading Observations:

- All students should read a familiar book that they are presently reading during DEAR time, literature study or a previously studied core book. This should not be a book that was assigned for practice the week or night before the interview.
- Students read one on one to the teacher possible during DEAR time or any other time that the rest of the class is engaged in activity.

Parent Questionnaire:

- The forms will be sent home with the notices for the first parent/teacher conferences.
- Parents will be asked to bring completed forms to the conference.
- If parents do not bring the forms completed then the teacher and parent will complete the form at the time of the conference.

Student Reading Attitude Questionnaire:

Kinder

- Should be conducted one on one.
- Can be administered by teacher or trained aide, facilitator, or parent

First and Second Grade

- Teacher reads instructions and questions to a small group.
- Small groups rotate through the teacher center.

Third - Sixth Grade

- Students read it on their own.
- Students choose in which language to respond.

TITLE VII DEVELOPMENTAL BIINGUAL EDUCATION PROJECTS

TIMELINE FOR PORTFOLIO ASSESSMENT

	August	September	October	November	December	January	February	March	April	May	June
GRADE											
KINDER	journal	journal	journal parent quest.	journal reading rubric	journal	journal	journal	journal student quest.	journal SOLOM*	journal SOLOM* reading rubric	journal SOLOM*
1ST GRADE	journal	journal	journal parent quest.	journal reading rubric	journal	journal	journal oral reading	journal student quest.	journal SOLOM*	journal SOLOM* reading rubric	journal SOLOM* oral reading
2ND GRADE	journal	journal oral reading	journal parent quest.	journal reading rubric oral reading	journal	journal	journal * oral reading	journal student quest.	journal SOLOM*	journal SOLOM* reading rubric oral reading	journal SOLOM*
3RD-6TH GRADE	journal	journal/ spelling oral reading	journal parent quest.	journal/ reading rubric/ oral reading	journal/ spelling	journal	journal * oral reading	journal student quest.	journal SOLOM*	journal SOLOM* reading rubic oral reading	journal SOLOM*
OTHER: CLASS SUMMARY OF THEMATIC BOOKS/UNITS Ongoing _____											

* SOLOM - may be given anytime during April, May or June
* oral reading - optional

SOLOM TEACHER OBSERVATION

Student Oral Language Observation Matrix

Student's Name _____ Grade _____ Interviewer _____

Language observed _____ Date _____ School _____

		1	2	3	4	5
A	Comprehension	Cannot be said to understand even simple conversation.	Has great difficulty following what is said. Can comprehend only "social conversation" spoken slowly and with frequent repetitions.	Understands most of what is said at slower-than-normal speed with repetitions.	Understands nearly everything at normal speed, although occasional repetition may be necessary.	Understands everyday conversation and normal classroom discussions without difficulty.
B	Fluency	Speech is so halting and fragmentary as to make conversation virtually impossible.	Usually hesitant; often forced into silence by language limitations.	Speech in everyday conversation and classroom discussion frequently disrupted by the student's search for the correct manner of expression.	Speech in everyday conversation and classroom discussions generally fluent, with occasional lapses while the student searches for the correct manner of expression.	Speech in everyday conversation and classroom discussions fluent and effortless, approximating that of a native speaker.
C	Vocabulary	Vocabulary limitations so extreme as to make conversation virtually impossible.	Misuse of words and very limited vocabulary; comprehension quite difficult.	Student frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary.	Student occasionally uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies.	Use of vocabulary and idioms approximate that of a native speaker.
D	Pronounciation	Pronunciation problems so severe as to make speech virtually unintelligible.	Very hard to understand because of pronunciation problems. Must frequently repeat in order to make himself or herself understood.	Pronunciation problems necessitate concentration on the part of the listener and occasionally lead to misunderstanding.	Always intelligible though one is conscious of a definite accent and occasional inappropriate intonation patterns.	Pronunciation and intonation approximate that of a native speaker.
E	Grammar	Errors in grammar and word order so severe as to make speech virtually unintelligible.	Grammar and word-order errors make comprehension difficult. Must often rephrase and/or restrict himself/herself to basic patterns.	Makes frequent errors of grammar and word-order which occasionally obscure meaning.	Occasionally makes grammatical and/or word-order errors which do not obscure meaning.	Grammatical usage and word-order approximate that of a native speaker.

Based on your observation of the student, indicate with an "X" across the square in each category which best describes the student's abilities.

- The SOLOM should only be administered by persons who themselves score at level "4" or above in all categories in the language being assesed.
- Students scoring at level "1" in all categories can be said to have no proficiency in the language.

NAME _____ TITLE VII PORTFOLIO

INTERACTIVE WRITING JOURNAL ASSESSMENT
KINDERGARTEN AND FIRST GRADE

		Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June.
CONCEPTS	1. L1 and/or L2 *											
	2. Conceptual Interpretations **											
	3. Takes Risks											
	4. Reads Entry											
	5. Reads Teacher's entry											
	6. Original Content											
	7. Symbolizes story through pictures											
	8. Picture/text contains increasing detail											
	9. Uses scribble to represent meaning											
	10. Uses random letters to represent mean-											
	ing Meaning is mostly conveyed through print rather than picture											
CONVENTIONS	12. Prints scribble or letters horizontally left to right											
	13. Leaves spaces between groups of letters and/or words											
	14. Writes sentences											
	15. Experiments/uses Capitalization											
	16. Experiments/uses Punctuation											
	17. Increased conventional spelling											
	Comments:											

√ if evident

* Indicate in the boxes provided if the student is using L1 and/or L2.

** Conceptual Interpretations (Invented spelling)
PS = Pre Syllabic (draws, writes symbols)
S = Syllabic (a letter per syllable)
SA = Syllabic Alphabetic (Combination of syllables and conventional)
A = Alphabetic (estimated>conventional)

NAME _____ TITLE VII PORTFOLIO

INTERACTIVE WRITING JOURNAL ASSESSMENT

GRADES 2 - 6

		Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June.
CONCEPTS	1. L1 and/or L2 *											
	2. Conceptual Interpretations **											
	3. Reads own entry											
	4. Reads teacher's entry											
	5. Meaning is mostly conveyed through print rather than picture											
	6. Elaborates on thoughts											
	7. Personal reflections											
	8. Uses descriptive words											
CONVENTIONS	9. Leaves spaces between words											
	10. Writes sentences											
	11. Writes paragraphs											
	12. Uses appropriate punctuation											
	13. Uses appropriate capitalization											
	14. $\frac{\text{Correctly spelled words}}{\text{total words}} = \%$ of correctly spelled words	o	r	X	X	o	r	X	X	X	X	
	Comments:											

√ if evident

* Indicate in the boxes provided if the student is using L1 and/or L2.

** Conceptual Interpretations (Invented spelling)
PS = Pre Syllabic (draws, writes symbols)
S = Syllabic (a letter per syllable)
SA = Syllabic Alphabetic (Combination of syllables and conventional)
A = Alphabetic (estimated>conventional)

NAME: _____ TITLE VII DBE PORTFOLIO

First Assessment Month

Second Assessment Month

TWO-WAY IMMERSION READING RUBRIC ASSESSMENT SCALE

(GRADE K) **

CIRCLE ONE L1	CIRCLE ONE L2		CIRCLE ONE L1	CIRCLE ONE L2
6	6	**EXCEPTIONAL READER** A confident and independent reader who chooses from a wide range of material and enjoys pursuing his/her own reading interests. Able to make predictions and draw inferences. Has control of a variety of reading strategies* to derive meaning.	6	6
5	5	**STRONG READER** Reads new and familiar stories with accuracy. Begins to self-correct if meaning is lost. Reads aloud or silently. Uses multiple strategies* to derive meaning. Reads with expression. Chooses to read for pleasure.	5	5
4	4	**COMPETENT READER** Reads word by word. Has command of most letters and sounds. Understands the sound-symbol relationship. Uses context, picture clues, phonics and other reading strategies to unlock new words. Consistently uses one-to-one correspondence. Begins to read familiar stories and predictable literature with accuracy. Begins to take risks as areader. Independently chooses books for pleasure.	4	4
3	3	**DEVELOPING READER** Enjoys being read to. Makes the connection between oral language and written material. Reads patterned texts from memory. Pretend reads and retells familiar literature. Beginning to have one-to-one correspondence with words. Reads some words in isolation. Uses memory and pictures to gain meaning. Independently chooses books for pleasure.	3	3
2	2	**EMERGENT READER** Enjoys being read to. Participates in shared reading. Memorizes and repeats oral language patterns but does not yet connect to print. Knows some letters and is gaining awareness that letters have sounds. Understands book-sense (front to back, right side up, etc.) Independently chooses books for pleasure.	2	2
1	1	**PRE-READER** Enjoys being read to. Looks at pictures in books but does not yet make the connection to print. Watches and listens during shared reading rather than participates. Limited knowledge of letters and sounds. Inexperienced book-sense.(front to back, right side up, etc.) Exhibits limited attention span	1	1

** Assess in target language

* context
picture clues
prior knowledge
word configuration
phonics

NAME: _____ TITLE VII DBE PORTFOLIO

First Assessment Month		TWO-WAY IMMERSION READING RUBRIC ASSESSMENT SCALE (GRADE 1-2) **	Second Assessment Month	
CIRCLE ONE			CIRCLE ONE	
L1	L2		L1	L2
6	6	**EXCEPTIONAL READER** A confident and independent reader who chooses from a wide range of material and enjoys pursuing his/her own reading interests. Able to make predictions and draw inferences without teacher support. Connects many concepts to situations in his/her own life. Has control of a variety of reading strategies* to derive meaning.	6	6
5	5	**STRONG READER** A capable motivated reader who approaches familiar material with confidence, but still needs help with unfamiliar materials. May connect some concepts to situations in his/her own life. Beginning to make predictions and draw inferences from books and stories. Uses multiple strategies* to derive meaning.	5	5
4	4	**COMPETENT READER** Beginning to read independently and is making meaning from the printed material. Makes predictions and connections to real life situations with teacher guidance. Uses some strategies* to derive meaning.	4	4
3	3	**DEVELOPING READER** Has increasing confidence in reading familiar and predictable material independently. Has growing ability to use a variety of strategies* to gain meaning from the material. Understands the sound/symbol relationship.	3	3
2	2	**EMERGENT READER** Enjoys being read to and participates in shared reading. Sometimes memorizes and repeats oral language patterns. Begins to make the connection between letters and words. Independently chooses books for pleasure.	2	2
1	1	**PRE-READER** Enjoys being read to. Looks at pictures in books but does not yet make the connection to print. Watches and listens during shared reading rather than participates. Limited knowledge of letters and sounds. Has limited experience as a reader. Prior schooling may have been limited or interrupted.	1	1

* context
picture clues
prior knowledge
word configuration
phonics

** Assess in target language

NAME: _____

First Assessment Month

CIRCLE ONE
L1 L2

TWO-WAY IMMERSION READING RUBRIC ASSESSMENT SCALE

(GRADE 3-6) **

Second Assessment Month

CIRCLE ONE
L1 L2

L1	L2		L1	L2
6	6	**EXCEPTIONAL READER** An enthusiastic and reflective reader who enjoys pursuing own reading interests independently, is capable of reading in all content areas, can read a wide range and variety of materials including advanced materials, able to evaluate evidence drawn from a variety of sources. Is developing critical awareness as a reader. Has control of a variety of reading strategies* to derive meaning.	6	6
5	5	**STRONG READER** A self-motivated, confident reader who pursues own interests through reading. Capable of reading in all content areas and of locating and drawing on a variety of resources to research a topic independently. Uses multiple strategies* to derive meaning. Begins to make predictions and draw inferences from books and stories read independently.	5	5
4	4	**COMPETENT READER** A reder sho feels comfortable with books. Is generally able to read silently and is developing confidence as a reader. Selects books independently, but still needs help with unfamiliar material. Uses some strategies* to derive meaning.	4	4
3	3	**DEVELOPING READER** Is developing fluency as a reader and reads some books with confidence. Usually most comfortable with reading short books with simplie narrative and/or with pictures. Relies on re-reading favorite or familiar books. Needs help with reading in the content areas, especially using reference and information books. Has growing ability to use a variety of stategies* to derive meaning.	3	3
2	2	**EMERGENT READER** Chooses to read very easy and familiar material. Has difficutly with unfamiliar material, yet is usually able to read own writing. Gaining awareness of letters and their sounds. Needs a great deal of support with reading in all content areas. Beginning to use one or more strategies* when reading. Enjoys being read to and participating in shared reading.	2	2
1	1	**PRE-READER** Enjoys being read to. Looks at pictures in books but does not yet make the connection to print. Watches and listens during shared reading rather than participates. Limited knowledge of letters and sounds. Has limited experience as a reader. Prior schooling may have been limited or interrupted.	1	1

** Assess in target language

* context
picture clues
prior knowledge
word configuration
phonics

NAME _____ TITLE VII DBE PORTFOLIO

Informal Oral Reading Observation

(Grades 1-6) *

DIRECTIONS: Check the rating that best describes the reading strategies of the student as he/she reads through a brief familiar passage.

Rating Scale: 1= Consistently
2= Occasionally
3= Not Yet

Reading Strategies - Does the Child:

	Title			Teacher Comments
DATE				
Language of text, write: E=English, S=Spanish P=Portuguese				
use the picture to help get meaning from the text?				
use context to get meaning from text?				
substitute another meaningful word?				
use backtracking to repair blockages?				
seek adult's help?				
sound out unknown words?				
observe punctuation?				
use expression?				
read for meaning? (can retell story, characters, events, plot, setting)				
read fluently?				

* 1-3 target language
4-6 English

PARENT QUESTIONNAIRE

Child's Name: _____ Date: _____

Circle or ***check*** your observation of your child's **reading** and **writing** habits in the following areas. Comments are welcome.

	COMMENTS
1. My child shows an interest in reading at home (for example, he/she looks at or reads books, he/she asks to be read to, he/she brings books home from school or the library.) **Rarely** **Sometimes** **Often**	
2. My child shares and/or reads stories to me. **Rarely** **Sometimes** **Often**	
3. How often do you read with your child? **Rarely** **Sometimes** **Often**	

4. (Please place a check (√) by the materials that your child reads at home.)

☐ mail ☐ letters ☐ note/list ☐ library books ☐ catalogues ☐ newspapers
☐ magazines ☐ story books ☐ poems ☐ directions ☐ other _____

5. In what language(s) are the reading materials available at home? (Please place a check (√) as appropriate.)

☐ English ☐ Spanish ☐ Portuguese ☐ Other (Please List) _____

MY CHILD AS A WRITER:	COMMENTS
6. My child likes to draw on his/her own. **Rarely** **Sometimes** **Often**	
7. My child likes to write on his/her own. **Rarely** **Sometimes** **Often**	
8. My child likes to talk about or display his/her writing or drawings. **Rarely** **Sometimes** **Often**	
9. My child uses writing to send messages to others. **Rarely** **Sometimes** **Often**	

10. In what language(s) does your child write at home? (Please place a check (√) as appropriate.)

☐ English ☐ Spanish ☐ Portuguese ☐ Other (Please List) _____

Thank you for your time and cooperation. **Feel free to attach additional comments.**

STUDENT READING ATTITUDE QUESTIONNAIRE

Kindergarten

1. Do you like it when your teacher reads to you?

   YES NO

2 Do you like it when you get a book for a present?

   YES NO

3. Do you like it when you read a book in another language?

   YES NO

4. Do you like it when your teacher reads a book to you in another language?

   YES NO

5. Do you like books?

   YES NO

6. Do you like to read at home?

   YES NO

NAME: _____ TITLE VII DBE PORTFOLIO

STUDENT READING ATTITUDE QUESTIONNAIRE:

GRADES 1 AND 2

1. Do you like it when your teacher reads a story aloud in Spanish?

   Always Sometimes Never

2. Do you like it when someone gives you a book ?

   Always Sometimes Never

3. Do you like to read books for fun at home?

   Always Sometimes Never

4. Do you like to read aloud to your friends?

   Always Sometimes Never

5. Do you like to read aloud to your teacher?

   Always Sometimes Never

6. Do you like to go to school?

   Always Sometimes Never

7. Do you think you are a good reader?

   Always Sometimes Never

8. Do you like to read in English?

   Always Sometimes Never

9. Do you like to read in Spanish?

   Always Sometimes Never

10. Do you like it when someone reads to you in English?

    Always Sometimes Never

NAME: _____ TITLE VII DBE PORTFOLIO

STUDENT READING ATTITUDE QUESTIONNAIRE

TWO-WAY IMMERSION

GRADES 3-6

DIRECTIONS: Read each sentence below. Circle the number that describes how you feel.

		ALWAYS		SOMETIMES		NEVER
1.	I like to read in Spanish.	5	4	3	2	1
2.	I like to read in English.	5	4	3	2	1
3.	I learn from what I read.	5	4	3	2	1
4.	Reading books is exciting!	5	4	3	2	1
5.	Reading is important to me.	5	4	3	2	1
6.	I like it when someone reads aloud in another language.	5	4	3	2	1
7.	I can read better now than I could last year.	5	4	3	2	1
8.	I have opportunities to choose books in Spanish outside of school.	5	4	3	2	1
9.	I have opportunities to choose books in English outside of school.	5	4	3	2	1
10.	I ask my friends or my teacher for help in reading.	5	4	3	2	1
11.	I am a good reader.	5	4	3	2	1
12.	I usually try to read in my free time.	5	4	3	2	1

CLASS SUMMARY: THEMATIC BOOK LIST

Teacher _____ **Grade** _____ **Year** _____

MONTH	THEME	CONCEPT	TITLE OF BOOK	LANGUAGE (Eng., Span., Port.)

Instructions: Use one sheet per class. Indicate core literature with *. Give one copy to the next teacher at the end of the year or term. Please make any comments on the reverse side.